

BOSTON PUBLIC LIBRARY

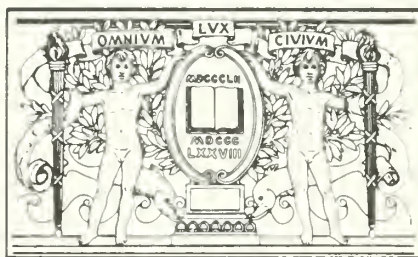


3 9999 07935 064 9

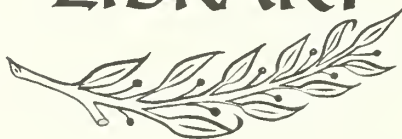
UCS


68/4

0



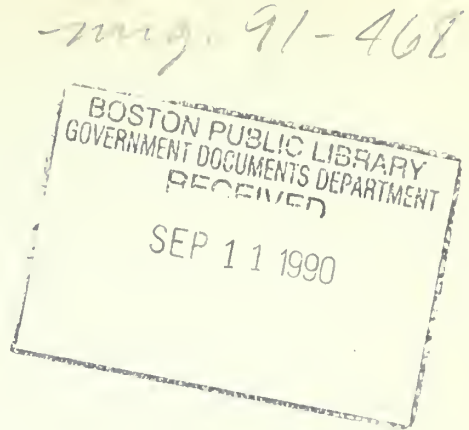
**BOSTON
PUBLIC
LIBRARY**





Digitized by the Internet Archive
in 2015

<https://archive.org/details/proposalhighered00unit>



A
UCS
68/4

PROPOSAL

THE HIGHER EDUCATION RESOURCE CENTER

FOR COMMUNITY SERVICES

United Community Services
of Metropolitan Boston
14 Somerset Street
Boston, Massachusetts
02108

CONTENTS

Abstract of Proposal:

Rationale:

Phase I. The Planning Sponsor

Phase II. Administration

Page

1

1

2

Proposal Statement:

3

What is the UCS Higher Education Resource Center?

4

What role will UCS render as the Project sponsor?

4

What benefits might accrue to the member agencies and new community organizations?

4

What activities will the Resource Center undertake during Year I of operation?

5

What recent experience has UCS gathered to test the feasibility of this general direction?

6

What institutions have demonstrated evidence of their interest?

6

What innovative approaches will be utilized?

7-9

Illustrative Substantive Areas

9-14

What departments of universities are likely to respond at the outset?

15

What organizations are likely to respond during Year I?

16

What will the program cost during the first eighteen-month period?

16

What additional sources of funding are anticipated in the next forty-two month period?

16

Will the Center secure contracts to offset costs of new programs?

16

What steps has UCS taken to date to administer this project?

17

Notes

18

Selected Statements

19-20

Summary of Activities

21-24

Budget: Description of Items

25-26

Budget

27-28

ABSTRACT OF PROPOSAL

UCS HIGHER EDUCATION RESOURCE CENTER FOR COMMUNITY SERVICES

Rationale:

It is our belief that academic institutions wish to contribute to the solving of community needs and frequently possess requisite technical skills often lacking in social service and health agencies. Further, we assume that community agencies want to see the problem solved and that properly structured, they would welcome the assistance of the universities.

As the only comprehensive voluntary social planning organization in Metropolitan Boston, we believe that the United Community Services of Metropolitan Boston, is in a unique position to relate these two major institutional groups in a systematic way.

We see the full paradigm of educational-agency linkages as offering a series of options:

1. A single university department can reach out to the community in general.
2. A single university department may link to a single agency or community group
3. An urban center or consortium of university departments, may join together to reach out to a single agency or to the community in general.
4. A group of universities may join together to reach out as in option (1) or in option (2) as stated above.
5. Contrariwise, a single community agency may reach back to a single department, consortium of departments or consortium of universities.
6. A "broker" functioning between universities and agencies may try to bring them together as appropriate tasks are defined.

Each of the possible options has its advantages and disadvantages. We would encourage each strategy. We do feel, however, that the most encompassing technique is offered by the present proposal (#6 above) in that it presents the most neutral stance and offers the possibility of both maximizing potential contributions and simultaneously bringing some order in this development.

Phase I: The Planning Sponsor

It is anticipated that UCS will submit a proposal to agencies and foundations with agreements to seek participatory institutions which will relate to specific areas that are mutually

consistent with the capabilities of the department involved in UCS, and for whom UCS can take a leadership role in effecting a learning environment conducive to social innovation. In addition, by providing a center for graduate field placements, it will increase the learning-action environment in social agencies for human services personnel. UCS thereby relieves the institution of duplicating energies on behalf of communities since it can never discern the total input from other sectors of the community. UCS also assumes that when social problems have reached an adequate solution level the ongoing project does not become an extended bureaucracy.

UCS will assume a planning function in defining areas of need through research and experimentation studies; - develop local community participation in defining what levels will be acceptable for determining problem resolution, and then mobilize those financial and human resources required to address the problem at hand.

UCS agrees to function as a "broker" in this community problem solving approach. A Department of Higher Education Resources will be staffed by an experienced university administrator and social planning specialist. He will assure a positive environment for academic colleagues and human services personnel to continue research and teaching functions which relate to the management of problem solving in the urban environment.

Phase II: Administration

Since September, 1968, UCS has assigned Leonard Zion, as project director, to visit with a selected number of institutions of higher education and social agencies to test the feasibility of this concept. These institutions and agencies look upon UCS as a logical point of outreach to university resources.

The UCS Higher Education Resource Center for Community Services will sustain an affirmative structure for voluntary agencies and new community organizations to learn to use social and scientific skills currently found in colleges and universities.

UCS will seek funding from local foundations for an eighteen-month period in anticipation of a forty-two month period of support from national foundations and the appropriate federal agency.

A Committee has been appointed to provide overview of this project and to assist in securing the necessary resources.

PROPOSAL STATEMENT

Project Title:	<u>THE UCS HIGHER EDUCATION RESOURCE</u> <u>CENTER FOR COMMUNITY SERVICES</u>
Sponsor:	Harold W. Demone, Jr., Ph.D., Executive Director, United Community Services of Metropolitan Boston 14 Somerset Street Boston, Massachusetts 02108 617-742-2000 Ext. 200
Project Director	Leonard Zion 14 Somerset Street Boston, Massachusetts 02108 617-742-2000 Ext. 345
Starting Date:	January 1, 1969
Budget Request Period 18 months	January 1, 1969 - June 30, 1970 18 months
Total (cost of Project)	\$137,932.00
UCS Matching Fund Pre-planning period:	\$ 7,600.00
Amount requested:	\$130,832.00

What is the UCS Higher Education Resource Center?

The UCS Higher Education Resource Center will develop projects to stimulate community organizations and agencies to utilize teams of faculty and graduate students in problem solving activities associated with social planning and community health planning services

What role will UCS render as the project sponsor?

UCS will be able to provide an affirmative environment for the utilization of planning tools and consultation services on behalf of coordinated efforts required for problem resolution. As the largest voluntary agency engaged in planning and consultation services in Metropolitan Boston, it can establish new patterns in the organization of services and link resources with needs in more effective ways to meet the changing needs in metropolitan urban communities. It will assume the initiative for outreach to competent persons in departments and in multi-disciplinary teams whose academic interests are consistent with emergent problems of policy issues and planning tools for improving the quality of community services.

What benefits might accrue to the member agencies and the new community organizations?

The demand of human services in 1970-80 as documented by the Joint Economic Committee Manpower Report¹ has already stimulated new training programs for community organizations and urban affairs specialists².

By providing new professionals with access to voluntary and public agencies, present and future organizations will be able to draw on their skills and enable programs to be responsive to new subsystems of persons in the communities who require a combination of planning skills that are often not found within a particular community organization.

New forms of public - private organizations will require persons whose "community perspective" will be an outcome of community grass root experience and team field placements which will be designed through the training activities conducted by the Resource Center.

What activities will the Resource Center undertake during Year I of operation?

1) A program of linking agency managers with academic oriented problem solver specialists in their mutual discipline and community service interests. The activity will bridge a gap between the service oriented director and build rapid communication techniques for implimentation of new social science research in the social problem field.

2) The Center will provide an in-house capability to mount continuing education programs on alternative ways to plan for human services. These programs will enrich the diagnostic phase as well as the preventative phase of social analysis and decision making. This effort will be regarded as a primary requirement for every organization in meeting standards of management as set by the national organizations, professional associations, community corporations and trustees of private and public funds.

3) It will provide expanded research information that will be useful for all citizens.

This research will be community service oriented in that it will demonstrate implications, planning alternatives, and consequences for further citizen efforts for new public policies or new demands to be met by community agencies and inter-governmental cooperation of program liason..

4. It will train a new generation of citizens who have had little community organization experience, but who are interested in gaining competence to act as officers of community corporations and members of community

volunteer committee. UCS will link loaned executives and academics with these new community people who will benefit from closer communication about problems of common concern.

What recent experience has UCS gathered to test the feasibility of this general direction?

Since September, 1968, UCS has assigned Leonard Zion, as project director, to visit with a selected number of institutions of higher education and social agencies to test the feasibility of this concept. These institutions and agencies look upon UCS as a logical point of outreach to university resources.

Mr. Zion has discovered in the administration of Title I programs funded under The Higher Education Act of 1965³ that the community organization was not the starting point and therefore projects were frequently modeled on the "seminar" proposal which was not an effective link to community decision makers.

What institutions have demonstrated evidence of their interest?

1. Tufts University
2. Harvard Business School
3. M.I.T., Department of Regional Planning
4. Boston College, Department of Social Science
5. Brandeis University, The Florence Heller School
6. Northeastern University, Department of Continuing Education
7. Joint Center for Inner City Change
8. Boston University - School of Social Work

It is anticipated that the community service component of these higher education resources will be wisely utilized by engaging in a transfer of

objectivity, management disciplines, and skills to community people who bear the ultimate accountability for the enhancement of the environment in their community.

What innovative methods will be used?

A. Methodology

a. Research Approach

1. Client Analysis

The plan will be focused primarily in designing with agencies alternative consumer services relevant to reducing the incidence of the problem as defined by the agency experience with its client group. By working directly with consumer groups via an agency structure with social science teams, it will be possible to create alternative designs for both service and organizational components to determine more effective measures of rendering community services.

Pre and post evaluations will be established for each project in cost and benefits as measured by consumer groups in terms of problem incidence and its measurable resolution. Data will be secured which will assess measures of social outcome as defined by varying sub-systems of consumer groups with non-consumer groups.

2. Systems analysis evaluation versus goal attainment evaluation.

Budget requests are generally predicated on the assumption that an agency can achieve its goals through its operating structure. By conducting periodic assessments of its capacity for goal achievement, an agency generally reports that a given set of services is in shorter supply than the demand for those services. Consequently, there is pressure for more dollars, more staff and facilities.

Goal oriented evaluations rarely test the assumptions of the agency

programs. Recent alternative approaches to social planning are utilizing experiences gained from the aerospace industry and large scale operations research studies. Planners and practioners need to consider the impact of several sub-systems which inter-act on the problem solving set of functions in an effort to bring about the appropriate forms of intervention.

b. Social Change Outcome Designs.

Organizations analysis is becoming a useful tool for achieving goals and providing planners with the knowledge of how to increase their capacity to secure organizational commitment to new political opportunities and incentives for change.

In the human services field, the usual " market" of buyers and sellers, of criteria for profit and loss, is very imperfect. It is not possible to operate on a supply/demand basis as a sole criterion for determining allocations.

Social innovative experiments require:

- (1) definition of a significant social problem
- (2) naturalistic observations
- (3) capability of innovating a new social sub-system (of persons with due regard for the social context of their behavior)
- (4) design of an experiment to compare it with a traditional system
- (5) implanting the two sub-systems in an appropriate social context
- (6) longitudinal measures to allow for appropriate evaluations
- (7) responsibility of the sponsoring agency and researchers for welfare of participants
- (8) multi-disciplinary approaches

Illustrations abound in predominantly minority communities for the need of new community organizations to articulate individual and groups

needs who feel that present "traditional" organizations do not serve the dynamics of multi-problem clients as defined by professional and client standard-setting groups in the welfare or health field. This gap is not generational, but a mix of several gaps that will require more intensive application of new technological and organizational developments.

c. New Mechanisms for Organizational Change

It is necessary to provide a more flexible context for shifting resources to new priorities through designing new performance criteria and to communicate these criteria throughout technical and service industries. To illustrate, the impact of revised transportation schedules and work schedules might reduce the need for saturation of services for transportation and social services, while more adequate work schedules would yield greater output at lower costs for this expensive set of supportive services. Computer informational systems will be an important factor in securing information and modifying the input of resources for varying population groups.

New mechanisms are required to concert community organizations and professional planning bodies, academic researchers and pre-professionals and professionals to design and implement workable social innovation programs. These innovations can then be a base for determining sound public policy and voluntary investment of funds and energies.

Illustrative Substantive Areas:

1. Family Services

The demand for community programs to prevent dependency and expand mental health services has stimulated federal-state-local programs. By focusing on new forms of community organizations, in contrast to case work, local communities will require planning conducive for utilization of all available resources.

2. Housing

Housing constitutes a problem for multi-problem families with respect to space, price, income, quality of environment and services.

By focusing on the family's perception on need, through near-neighborhood organizations, it is possible to determine alternative plans that take into consideration both home choice and alternative resource mechanisms.

The complex market of housing is not easily negotiated by one consumer who has limited knowledge, income, and accessibility to social services.

By developing a project on applied housing sociology with Fair Housing groups linked to community services components, it will be possible to relate a community agency to consumers. Students and faculty will work directly in the application of social science findings in this problem area.

A project in Fair Housing Inc. may be co-linked with the Economic or Business Departments and offered in an inter-disciplinary context.

3. Education

Education constitutes a continuing requirement to cope more effectively with the impact of rapid social change. The formal learning environment has generally a 20-year lag in the application of learning theory and improvement of career practices to new levels of achievement.

By organizing near-neighborhood family groups of education networks as part of a multi-service neighborhood center and linking the family's educational needs with students, faculty, and local school personnel in the partnership for education, it will be possible to reduce the gaps in the educational process. The local school does not generally take responsibility in shaping the environment except via a filtering process. By organizing the neighborhood community efforts in concert around consumer problems and securing the necessary supports

of educational and/or domestic aides, adults, and youth will be related in more direct ways to the benefits of a continuing education network of services. These are often absent due to lack of human resources to cope with solving the educational gap.

By organizing residence enclaves of students for a semester in course offerings taught in the neighborhood directly related to consumer needs, both students and residents benefit from the friendship and negotiating skills which add support to a set of activities that are relevant to their mutual goals. At present, volunteer efforts in tutoring and recreation programs are conducted via an unsystematic and uncoordinated effort, unrelated to the on-going institutions of schools and organizations. These volunteers can provide more effective community services with increased manpower, counsel, educational management which a collaborative professional learning component will provide.

4. Recreational

The role of positive programming of informal influence is gaining increased recognition as essential to preventive measures for non-healthful human leisure activities to communities. The problem of recreation is of greater scope than providing more little leagues or swimming pools; it is an environment problem encompassing a complex set of services.

Peer influences represent an important determinant on values in all segments of the population. In particular, youth ages 14-19, often have little decision-making power to shape their environment in terms of alternatives that are relevant to their range of interests. This again is not only a facilities problem. It requires community organization to link youth and college students with drop-out students in a partnership of formulating "accessible" pathways in shaping their

uses of leisure energy.

Week-end periods will provide a basis of establishing partnership efforts with service projects, camping, as well as community-service teams in selecting alternatives with release energy in more productive ways than withdrawal from society into hidden corners.

B. Program Development

1. Improved Training Programs for Local Government

These are needed because many local government leaders and workers such as clerks, planning board members, city councilmen and town boards of supervisors are not properly trained or prepared by profession or experience to handle the multiplicity of complex problems they now face; nor are the universities offering programs, at present, to adequately serve the varied needs of these people. Programs are needed which explore innovative ways to make local government workers more knowledgeable about adequate planning, available resources and their proper use. Particularly desirable are programs which enhance the development of inter-governmental and intra-governmental approaches to solving common problems.

Of particular concern will be programs of broad mid-career training for key government practitioners, who because of increased or broadened responsibilities need training in addition to their earlier training which may have been limited to a specific profession or discipline.

2. Programs for Paraprofessionals

In the past year or two, large numbers of people have been employed in a paraprofessional capacity by such organizations as public schools, anti-poverty programs agencies, welfare and youth agencies

and health agencies. They are dealing with such problems as urban education, health care of the aged, social disorganization in the inner cities, unemployment. Non-professional employees, as a group, need innovative credit and non-credit programs. These programs should address the fields in which the paraprofessionals are employed.

In sum, programs for this group should focus not only on particular aspects of job training which prepare for agency roles, but also on providing a broad educational component which expands to the career-development opportunities of the paraprofessional.

3. Programs for Adults Historically not Serviced by Higher Education

These programs will be devised for groups of adults who have been bypassed or historically never served by higher education -- adults who need training, re-training, and upgrading. Their problem is unemployment, underemployment and social dependency.

Groups which may benefit from these programs include Negroes and Puerto Ricans, the urban poor, women long absent from work and education, the aged, and under-employed workers. Programs should be devised also for those who, by virtue of their jobs and previous education, are being bypassed by the development of knowledge. Innovative programs which experiment with action projects, new ways to validate learning, and other kinds of accreditation are to be encouraged.

Programs like these, under the auspices of higher education, which cooperate with other continuing education agencies or systems are particularly desirable.

4. Activities

The programs addressed to these problems may utilize any activity or

combination of activities which the eligible higher education institutions believe to be consonant with their higher education programs and purposes. These activities may include, but are limited to: formal courses, recitations, seminars, action training, conferences, supervised self-study, residential institutes, visit, publications, films, radio, T.V., series of programs, group and/or individual counseling, action research and correspondence.

5. Significance of this Demonstration

We view as the most significant component of the community mental health movement its emphasis on primary and secondary prevention. Community mental health offers a focus that is relevant to all segments of the population in developing the kind of relationship to their environment which makes them participants in contrast to passive citizens who experience increasing anxiety from loneliness and alienation of familial and community supports.

By organizing human resource aides through utilizing college population groups, it will be possible to provide communication across the generation gap. In addition, college youth serve as stimulants to change of habits with regards to parents and adults as they cope with new adjustments to roles free from their nurturing responsibilities.

By working with professionals or adults in mutually useful tasks new sources of emotional support are possible that can not be secured through mediation or creating more homogeneous environment. Human resources aides will be associated with the aged, the rehabilitated, and the prison-released youth working with professionals and paraprofessionals. Partnerships with neighborhoods in traditional settings can contribute to good mental health practice as currently perceived by the theory and research of the mental health field.

By organizing pre-medical, pre-nursing, pre-law, pre-social work, and pre-business professionals and other groups around functional organizations working with subsets of the population, new residential inter-actional institutional academic resources will release human energy for more constructive endeavors.

The career influence gained by people in the partnership for health projects will affect new career choices and add to new manpower supply in human service tasks.

At present, curricular interests are often unrelated to youth' temperament and future options due to lack of experience and exposure with concrete alternatives to participate in decision making and program development.

What departments of Universities are likely to respond at the outset?

Communications

Economics

Sociology

Management

Business

Administration

Health Planning

Social Planning

Municipal Affairs

Political Science

City Planning

Informational Systems

Operation Research

Law

Preventative Medicine

Environmental Sciences

Architecture and Design

Social Work

What organizations are likely to respond in Year I?

1. The Office of the Mayor, City of Boston
2. ABCD
3. The New Urban League
4. The North Shore Family Service Agencies, Lynn
5. The Family Guidance and Counseling Services, Greater Boston
6. Model Cities, Cambridge
7. State Department of Education
8. State Department of Community Affairs
9. The Urban Coalition
10. New Boston Associates
11. The Chamber of Commerce
12. The Junior Chamber of Commerce

What will the program cost during the first year and a half period?

Budget -- pages 27-28

What additional sources of funding are anticipated in the next three and a half year period?

National private foundations and government agencies and institutes

Will the Center secure contracts to offset the costs of new programs?

Yes, after the first eighteen-month period, the Center will be in a position to obtain contracts and grants from state, local and federal agencies of government. It will organize projects for evaluation, feasibility

studies, planning grants, and communication projects for social service fundings in health, education and housing and welfare. Since the voluntary agency is linked directly with human services it has a commanding position to secure the attention of persons who will respond to a strategy for prevention and effective intervention as it affects any phase of human welfare in the urban environment.

What steps has UCS taken to date to administer this project?

UCS has demonstrated at its Executive Committee meeting on October 31, 1968, that it regards this project as a priority within its program. A committee has been appointed to provide overview to the work of this project and to assist in securing the resources that would enable this project to be of total value to UCS and community organizations within the MBUF.

The UCS Higher Education Resource Center for Community Services will sustain an affirmative structure for voluntary agencies and new community organizations to learn to use social and scientific skills currently found in colleges and universities.

UCS will seek funding from local foundations for an eighteen-month period in anticipation of a forty-two month period of support from national foundations and the National Institute of Mental Health.

NOTES

1. Federal Programs for the Development of Human Resources, Joint Economic Committee, Congress of the United States, Vol. I., Vol. II., U.S. Government Printing Office, Washington, D.C., 1968.
2. Implications of the Community Organization Curriculum Project for Practice and Education: Council on Social Work Community Organization Curriculum Development Project and The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University. Jones, Wyatt and Lauffer, Armand. Professional symposium, NASW, San Francisco, California, May, 1968
3. Reports of Projects Funded By Title I, Higher Education Act, 1965, Organization for Social and Technical Innovation, November, 1967, Project Director, Leonard Zion. Prepared for The Higher Education Facilities Commission, Commonwealth of Massachusetts.

Selected Statements on University- Community Relationships.

Science November 1968, Vol. 162, No. 3853 Editorial

" These college communities of course are not unanimous about anything even education, and no one would want them to be. Nevertheless, they represent our most concentrated sources of knowledge in every field, as well as a commitment to an open minded search for new knowledge and new solutions. Today their search for new ways of dealing with our crisis problems may be the only thing that can save us. Politicians are now finding that they need to listen to the college groups, with their pressure, for better solutions just as they listen to the foreign lobby or the military industrial lobby. If the voices of education ever begin to have as much influence on state and national government and on policy decisions as the other voices, it will be a new day. Perhaps it is not as far off as we have thought.

(John R. Platt, University of Michigan, Ann Arbor)

The New York Times, November 25, 1968, "Colleges Urged to Aid Communities."

"As I see it, a university department can function much the same as a hospital run by a medical school performing services for the community while still teaching and conducting research. "

Charles Abrams, School of Architecture: Columbia University

University-Urban Action Bulletin November, 1968

"Making the University relevant for today's sake"

In taking to task those social scientists who too often rely on the physicists' model of "defining knowledge under rock," Niebuhr claimed that the relevant university must develop new knowledge about social solutions, and then share that knowledge effectively with the world. Dr. H. Niebuhr, Jr., Associate Vice- President for Urban Affairs, Temple University

Patrick Healy, Executive Director of the National League of Cities and Towns has announced the initiation of a national "urban observatories" program which will soon involve many of our major cities in a cooperative project with universities. Healy called the plan a "common national agenda of research" using the resources of universities and feeding information through mayors' offices to the National League of Cities and Towns,

Annual Report, Tufts University, November, 1968

Our university responsibilities in relation to the surrounding community -- Boston, Medford, and Somerville -- will intensify and we must develop these relationships in ways which will benefit both the communities and the University. These relationships will in part be educational. Burton C. Hallowell, President, Tufts University.

The Chronicle of Higher Education, Vol. III, No. 6, November 25, 1968.

UNIVERSITY UNITS OF URBAN STUDY HIT AS FAILURES

The president of the federally backed Urban Institute has charged that most urban study institutes in American universities have failed to produce research that is of much consequence in solving urban problems.

One of his main criticisms of the university-based research was that it was not "policy-oriented" -- that it was virtually hit-or-miss research with no clear-cut policy objective. There is an important need, moreover, for interdisciplinary research on urban problems, he maintained, but this is something that "the universities have not been adept at."

SUMMARY OF ACTIVITIES: SEPTEMBER 1, 1969 - NOVEMBER 15, 1969

September 16

Boston College:

A meeting was held at the request of Fr. Donovan, S.J., Vice President. Members of the Social Science Faculty indicated that UCS should proceed to meet the individual departmental chairmen.

September 27

M.I.T.

Dr. Leonard Fein, Associate Director, Joint Center for Urban Studies. Dr. Fein spoke to Dr. Jerome Wiesner and Dr. Alan Altshuler about the proposal and both encouraged him to pursue a working relationship with the UCS proposal.

October 9

Harvard Business School

Professor Richard Rosenblum agreed to participate in reviewing projects that would be of interest to faculty and students concerned with management of human services.

October 13

M.I.T.

Dr. Altshuler confirmed in writing a five-page memorandum on initial steps that would have to be considered for community-university cooperation

October 15

University of Massachusetts, Amherst

Dr. Robert Sinclair, Director, Center for the Study of Education Innovation, followed up on the original letter to Dean Allen

October 17, 22, 23

Tufts University

Dr. Albert Ullman called a meeting of staff and indicated their cooperation in the Medford, Somerville, and Boston areas in that priority.

October 18 and 21

Northeastern University

Dean Israel Katz and Marvin S. Arffa, Ed.D., Chairman, Department of Applied Behavioral and Social Sciences extended his departmental support to work on specific proposals and projects.

November 4

University of Massachusetts

Center for the Study of Educational Innovation, Michael DeBloois, Coordinator has indicated the interest of Dean Allen, School of Education, who will pursue specific proposal developments.

October 28

Brandeis University

Dean Schottland extended the cooperation of his faculty in any project that would be presented.

The Corporation of the Joint-Center for Inner City Change
announced its formal establishment on October 22, 1968.

See: News Release Attached.

October 19

Joint Center for Inner City Change

Mr. Zion and Mr. Bryant Rollins met to work out the agenda for the large meeting of representatives of ABCD, Joint Center for Inner City Change, Boston College and UCS.

October 21
November 1

The meeting was held with representatives from ABCD, The Joint Center for Inner City Change, Boston College and UCS. It was agreed that UCS be asked to serve as a co-sponsor on projects for inner city change.

November 4

Mr. Rollins asked that the UCS project on the Higher Education Resources Center be finally made operable so that Mr. Zion would serve as co-director with the Joint Center's co-director in developing specific projects. It was further suggested that a working advisory committee of lay people be appointed to provide necessary support for mutually agreed upon projects.

November 7

The Boston University School of Social
Work

Dr. Joseph Maisels, Dean, offered his support in utilizing of faculty and students in specific project areas.

* * * * *

News Release: Press Statement by Mr. Harry Elam, Chairman of the Board, Urban League of Greater Boston, On October 22, at 2:30 p.m., announcing the establishment of the Joint-Community University Center for Inner City Change.

It is my pleasure to announce to you today the establishment of the Joint Community-University Center for Inner City Change. This Joint Center is an autonomous educational facility co-sponsored and supported by Boston College and the Urban League of Greater Boston.

The Center is incorporated under a Charter granted by the State of Massachusetts to the following seven incorporators: Melvin H. King, James J. Bishop, A. Robert Phillips, John H. Von Felsinger, Rev. F.X. Shea, S.J., Rev. Robert F. Drinan, S.J., and myself.

To assist the need of achieving freedom and equality for the members of the Black Community, the Joint Center has established itself around a three-fold program of research, training, and action. Each of these elements of the total program is designed to accelerate community-based problem solving in attempts to deal with three aspects of the society which the Center sees as critical: black identity, community determination of its own destiny and white racism.

BUDGET: Description of Items

1. The budget proposes a project director and research director, secretarial and research associate, five senior academic consultants, ten graduate trainees on training projects.
2. The Center anticipates that it will become a clearing-house of proposals and will undertake to provide research overview, referral and resourcing of projects on behalf of agencies, foundations and community groups.
3. The project director will assume the responsibility for seeking appropriate academic agreements with agencies by arranging to bring together the relevant social scientists and practioners to problem solving areas of mutual interest. He will also endeavor to extend the informational flow of academic skills to community groups by utilizing the media of press, T.V. and radio as well as a newsletter approach to all organizations and persons who would welcome this resource. He will oversee the flow of proposal-project feedback process to the community.
4. The research director and his assistant will assume the responsibility of assuring that problem solving research demonstrations be properly introduced with community involvement at the earliest formulation of the project: This will aid in developing a sound methodology and assist in securing the necessary support for, during and after completion of the project.

This role for the research director is perhaps most critical for achieving community benefits. By working closely with the project director, agency personnel and academic research oriented participants, he will shape a supportive environment for a range of projects and relevant requirements for effective implementation of the findings.

5. The role of the senior consultant is an important link to establish an on-going relationship with agency executives for the development of the

additional skills which are related to project development. Senior social scientists are now in demand from other sections of the community. It is anticipated that this link would give academic access at the highest level, build departmental and additional university support and provide a sustained link to the community that would not occur by chance.

Graduate assistants would be selected from a group who are on training grants and the reimbursement would provide out of pocket expenses which are often not provided for the training grant program when trainees are working with community agencies.

BUDGET: 18 Month Period: January 1, 1969 - June 30, 1970

1. Personnel

<u>Position</u>	<u>Time</u>	<u>Salary (5% increase)</u>		<u>Benefits</u>	<u>Total Cost</u>
		<u>1-12 mos.</u>	<u>13-18 mos.</u>		
Project Director	Full	\$17,000	\$8,925	(10%) \$2,592	\$28,517.00
Research Director	Full	\$14,00	\$7,350	(10%) \$2,135	\$23,485.00
Research Associate	Full	\$ 7,000	\$3,675	(7%) \$ 747	\$11,422.00
1 Secretary	Full	\$ 5,600	\$2,940	(7%) \$ 587	\$ 9,127.00
(5) Senior Consultants	1½ days per mo. x 12 mos. @ \$100 per day	\$9,000	\$4,500		\$13,500.00
(10) Graduate Student Trainees	5 days per mo. x 12 mos. @ \$20 per day	\$12,000	\$6,000		<u>\$18,000.00</u>
<u>Total</u>					<u>\$104,051.00</u>

BUDGET: 18 Month Period: January 1, 1969 - June 30, 1970 (continued)

I. Administration: Supplies (direct costs)

library and materials, journals/reports/publications \$60 per month x 18 months	\$ 1,080.00
office supplies: printing/mailling photocopy @ \$100.00 per month x 18 months	\$ 1,800.00
furniture: 4 desks, 8 chairs, bookcases	\$ 1,500.00
telephone: \$50.00 per month x 18 months	\$ 900.00
travel: @ \$150.00 per month x 18 months	\$ 2,700.00
publication costs: reports/bulletins \$160 per month x 18 months	<u>\$ 2,880.00</u>

Total \$10,860.00

Totals of I & II \$114,911.00

II. UCS Facilities and Services

(indirect costs 20% of Totals of
I and II.

\$23,021.00

Grand Total

I, II, III \$137,932.00

